

General Music Standards, Grades K-8

Strand 1: Create

Concept 1: Singing alone and with others music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
PO 1. demonstrating singing /speaking voice.	PO 1. singing loud/soft, fast/slow.	PO 1. singing on pitch	PO. 1. singing rounds	PO 1. responding properly to formal conducting cues. (e.g. 3/4, 4/4)	PO. 1. singing partner songs	PO 1. singing expressively with appropriate dynamics, phrasing, interpretation, diction, and tempo.		PO 1. singing with technical and stylistic accuracy (e.g. vocal production, posture)
PO 2. performing a steady beat while singing. (e.g. patting, snapping, clapping)	PO 2. echo singing/ speaking rhythm patterns.	PO 2. singing ostinati,		PO 2. singing unaccompanied with correct timing and intonation		PO 2. singing major, minor and pentatonic tonalities		PO 2. singing written notation using letters, numbers, and/or syllables.
PO 3. singing music from memory	PO.3 echo singing/ speaking pitch direction and/or melodic patterns.							PO 3. singing modulations within a piece of music.
	PO 4. responding properly to basic conducting cues. (e.g. start/stop)							PO 4. singing music written in two and three parts.

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
PO 1. playing a steady beat.	PO 1. playing sounds that are loud or soft, fast or slow.	PO 1. echoing rhythm patterns.	PO 1. playing music that is loud/soft, fast/slow	PO1. responding properly to formal conducting cues. (e.g. 3/4, 4/4)	PO 1. playing independent instrumental parts while other students sing or play contrasting parts.	PO 1. playing with correct rhythmic duration sixteenth notes, and sixteenth note patterns and syncopation in 2/4, 3/4, and 4/4 time signatures.		
	PO 2. responding properly to basic conducting cues. (e.g. stop/start)	PO 2. playing with correct rhythmic duration quarter notes, eighth notes and quarter rests.	PO 2. echoing pitch direction and/or melodic patterns.	PO 2. Playing with correct rhythmic duration half notes, dotted half notes, whole notes and corresponding rests.	PO 2. playing written notation.	PO 2. playing with correct rhythmic duration 6/8 meter patterns		

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures (page 2)

Students will demonstrate proficiency by:

			PO 3. playing with correct rhythmic duration half notes, dotted half notes, whole notes and corresponding rests.			PO 3. playing expressively with appropriate dynamics, phrasing, interpretation, articulation and tempo.		
			PO 4. playing music from memory.			PO 4. playing with technical accuracy (e.g. posture, tone quality, breath control, mallet technique)		
						PO 5. playing in major, minor and pentatonic tonalities.		

Strand 1: Create

Concept 3: Improvising rhythms, melodies, variations, and accompaniments.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	PO 1. improvising short songs and/or instrumental pieces within specified guidelines using a variety of sound sources (e.g. body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources).	PO 1. improvising simple rhythmic accompaniments	PO 1. improvising simple melodic accompaniments	PO 1. singing and/or playing short improvised melodies in a specified time frame.	PO 1. playing an improvised accompaniment using tonic and dominant chords	PO 1. singing and/or playing short improvised melodies in a consistent style and meter.	PO 1. improvising a harmonic accompaniment using tonic, dominant, and sub-dominant.	PO 1. singing and/or playing an improvised melody based on a given tonality (e.g. major, minor, pentatonic).
		PO 2. using voices and instruments improvisationally to convey a mood/emotion.						

Strand 1: Create

Concept 4: Composing and arranging music.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		PO 1. composing and notating short pieces using non-standard musical notation	PO 1. creating/arrang- ing short songs and/or instrumental pieces within specified guidelines using a variety of sound sources (e.g. body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources).	PO 1. composing and notating short pieces using standard notation.	PO 1. composing and notating short pieces using standard and non-standard musical notation to record personal musical ideas and the ideas of others.	PO 1. creating/arrang- ing short songs and/or instrumental pieces within specified guidelines using technology		
		PO 1. creating music to accompany or tell a story.						

Strand 1: Create

Concept 5: Reading and notating music.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	PO 1. notating non-standard musical notation.	PO 1. distinguishing melodic shape.	PO 1. notating music using standard musical notation		PO 1. conducting patterns and cues in duple and triple meter.	PO 1. conducting patterns and cues in duple and triple meter in time to the music	PO 1. identifying the intervals within a diatonic scale	PO 1. reading written notation using letters, numbers, and/or syllables.
		PO 2. reading/decoding quarter notes, eighth notes and quarter rests.	PO 2. reading/decoding half notes, dotted half notes, whole notes and corresponding rests.	PO 2. reading/decoding sixteenth notes and sixteenth note patterns and syncopation in 2/4, 3/4 and 4/4 time signatures.	PO 2. identifying and defining terms and symbols used in music notation		PO 2. identifying major, minor and pentatonic scales.	PO 2. identifying major and minor chords.
		PO 3. identifying parts/symbols in a musical score: • staves	PO 3. identifying parts/symbols in a musical score: • accents	PO 3. identifying parts/symbols in a musical score: • accidentals • phrasing marks	PO 3. identifying parts/symbols in a musical score: • clefs			PO 3. distinguishing key signatures
		PO 4. recognizing steps, skips and repeated notes in music.						PO 4. using appropriate terminology (e.g., tempo, meter, style, tonality, quarter notes/whole notes, types of musical instruments, voices) to describe and explain music.

Strand 2: Relate

Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
PO 1. exploring the relationship between music and dance by responding to sounds through movement.	PO 1. exploring/ demonstrating through movement, the ability to follow variations in rhythm or tempo.	PO 1. performing a dance to a given piece of music that reflects its cultural heritage.	PO 1. showing musical pulse, pattern and phrasing through movement.	PO 1. understanding the use/function of music from various cultures (e.g. African, Asian, Native American, Celtic, American).	PO 1. demonstrating the relationship between music and dance forms by creating movement which corresponds to a given piece of music.	PO 1. identifying/describing ways in which the principles and subject matter of other disciplines are related to music (e.g. science, math, history).	PO 1. explaining the connection between music and other art forms.	PO 1. identifying and explaining how technology and music interface (e.g. MIDI, MP3, recording music, synthesizer).
					PO 2. explaining the nature of sound as vibration.	PO 2. describing the effect an instrument's physical properties will have upon its sound.	PO 2. identifying and explaining the basic concepts behind the science of sound (e.g. sound as vibration, acoustics, resonance, intervals).	PO 2. identifying and analyzing the ways in which the elements of music (i.e. steady beat, rhythm, dynamics, texture, pitch and pitch direction, timbre, form, tempo) are interrelated with elements of other arts.

Strand 2: Relate

Concept 2: Understanding music in relation to history and culture.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		PO 1. identifying music from different genres and diverse cultures	PO 1. discovering various uses (e.g., songs of celebration, game songs, marches, T.V. and movie sound tracks, dance music, work songs) of music in daily experiences.	PO 1. explaining the musical characteristics that make a piece appropriate for a specific event or function.	PO 1. describing the historical context/influence of music	PO 1. describing the characteristics that distinguish one style/period of music from another: <ul style="list-style-type: none"> • various cultures 	PO 1. naming the contributions of significant composers, performers and important pieces from major time periods and cultures, past and present.	PO 1. describing the characteristics that distinguish one style/period of music from another: <ul style="list-style-type: none"> • various time periods
				PO 2. applying culturally appropriate movements to music from various cultures.	PO 2. describing the cultural context/influence of music	PO 2. demonstrating cultural sensitivity when performing a variety of musical literature representing diverse genres and cultures.	PO 2. identifying the instrumentation of ensembles from various cultures.	PO 2. identifying and describing different musical careers in various musical settings and cultures.

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
PO 1. identifying singing/ speaking voice.		PO 1. identifying melodic shape/pitch direction.	PO 1. identifying the sound of a variety of band, orchestra and classroom instruments	PO 1. categorizing instruments as Western and non-Western	PO 1. classifying scales as major, minor	PO 1. identifying instruments, Western and non-western, by family (e.g. woodwind, percussion, brass, strings, membrano- phones, idiophones).	PO 1. identifying aurally form, tension	PO 1. recognizing chord changes heard
PO 2. identifying sounds as high and low.			PO 2. identifying difference between beat and rhythm.		PO 2. identifying and demonstrating simple music forms (e.g. AB, ABA, canon, round) when presented in performed and/or recorded music.	PO 2. identifying contrasting meters and note/rest values.	PO 2. analyzing musical elements (i.e. steady beat, rhythm, dynamics, texture pitch and pitch direction, timbre, form, tempo) in aural examples (e.g. recordings, performances) from diverse genres and cultures.	PO 2. identifying and analyzing the ways in which the elements of music are interrelated with elements of other arts.

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music (page 2).

Students will demonstrate proficiency by:

PO 3. identifying music as fast or slow (tempo).		PO 3 expressing various moods heard in music through facial expression, body posture and/or movement.	PO 3. describing changes in mood while listening to music.			PO 3. classifying and identifying musical examples by: <ul style="list-style-type: none">• cultures	PO 3. classifying and identifying musical examples by: <ul style="list-style-type: none">• genres	PO 3. classifying and identifying musical examples by: <ul style="list-style-type: none">• historic -al periods
PO 4. identifying music as loud or soft (dynamics).						PO 4. identifying a varied repertoire of music from different genres and diverse cultures		

Strand 3: Evaluate

Concept 2: Evaluating music and music performances.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
					PO 1. writing personal preferences for specific musical works and styles.	PO 1. using established criteria to evaluate performances and compositions.		PO 1. creating and applying criteria to evaluate performances and compositions.
								PO 2. comparing the works of significant composers, performers and important pieces from major time periods and cultures.

Strand 3: Evaluate

Concept 3: Understanding music in relation to self and universal themes.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
PO 1. showing respect for personal work and the work of others.	PO 1. expressing personal reactions to music through media such as movement, words, painting and/or sculpture.		PO 1. using voices and instruments to convey a mood/emotion.	PO 1. showing audience behavior appropriate for the context and style of music performed.				
PO 2. listening attentively while others perform.				PO 2. identifying various uses (e.g. songs of celebration, game songs, marches, T.V. and movie soundtracks, dance music, work songs) of music in daily experiences.				
PO 3. acknowledging the efforts of self and others.								

Performing Ensembles: Band

Strand 1: Create

Concept 1: Singing alone and with others music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: singing their own instrumental parts alone and with a steady beat	PO 1: singing their own instrumental parts within an ensemble	PO 1: singing their own instrumental parts within an ensemble
	PO 2: singing in tune with appropriate articulation, phrasing and dynamics	PO 2: singing in tune with appropriate articulation, phrasing and dynamics
PO 3: singing rhythmic patterns of different meters	PO 3: singing rhythmic patterns of different meters	PO 3: singing rhythmic patterns of different meters
PO 4: singing with good posture and with proper breath support	PO 4: singing with good posture and with proper breath support	PO 4: singing with good posture and with proper breath support

Performing Ensembles: Band

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: playing the Concert Bb, F, and Eb major scales one octave on wind and mallet percussion instruments	PO 1: Playing the Concert Bb, F, Eb, Ab, C, G and D major scales one octave on wind and mallet percussion instruments.	PO 1: continuing to extend their knowledge and application of scale structures to the repertoire encountered
PO 2: identifying and playing the following articulation terms and symbols: tie, slur, breath mark	PO 2: Continuing to extend their knowledge and application of articulation terms and symbols to the repertoire encountered	PO 2: Continuing to extend their knowledge and application of articulation terms and symbols to the repertoire encountered
PO 3: Playing solo and ensemble literature on grade level 1-2 on a scale of 1-6	PO 3: Playing solo and ensemble literature on grade level 2-3 on a scale of 1-6	PO 3: Playing solo and ensemble literature on grade level 4-6 on a scale of 1-6
PO 4: identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter	PO 4 : identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth as well as other note and rest values encountered in the repertoire	PO 4: identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth as well as other note and rest values encountered in the repertoire
PO 5: properly assembling and identifying the various parts of their instruments		
PO 6: demonstrating proper care of their instrument		
PO 7: demonstrating the basic embouchure, posture and hand/stick/mallet position appropriate for their instrument		PO 7: understanding and demonstrating how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position, stick/mallet placement, and fingerings influences the pitch range and tone quality of their instrument

Performing Ensembles: Band

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.
(page 2)

Students will demonstrate proficiency by:

PO 8: playing expressively, on pitch, in rhythm, with appropriate articulation, dynamics, phrasing and tempo	PO 8: playing expressively, on pitch, in rhythm, with appropriate articulation, dynamics, phrasing and tempo	PO 8: playing expressively, on pitch, in rhythm, with appropriate articulation, dynamics, phrasing and tempo
PO 9: playing music from memory at appropriate level	PO 9: playing music from memory at appropriate level	PO 9: playing music from memory at appropriate level
PO 10: playing notated music at appropriate level	PO 10: playing notated music at appropriate level	PO 10: playing notated music at appropriate level
PO 11: playing repertoire accurately and with good breath control, tone quality, and technique at appropriate level	PO 11: playing repertoire accurately and with good breath control, tone quality, and technique at appropriate level	PO 11: playing repertoire accurately and with good breath control, tone quality, and technique at appropriate level
PO 12: sight-reading repertoire accurately and expressively at appropriate level	PO 12: sight-reading repertoire accurately and expressively at appropriate level	PO 12: sight-reading repertoire accurately and expressively at appropriate level
PO 13: playing a varied repertoire from different band genres at appropriate level (e.g.: traditional, military, Broadway, popular, folk)	PO 13: playing a varied repertoire from different band genres at appropriate level (e.g.: traditional, military, Broadway, popular, folk)	PO 13: playing a varied repertoire from different band genres at appropriate level (e.g.: traditional, military, Broadway, popular, folk)
PO 14: properly responding to conductor's cues	PO 14: properly responding to conductor's cues	PO 14: properly responding to conductor's cues
PO 15: playing independent parts while others play contrasting parts within an ensemble at appropriate level	PO 15: playing independent parts while others play contrasting parts within an ensemble at appropriate level	PO 15: playing independent parts while others play contrasting parts within an ensemble at appropriate level
PO 16: developing the concept of working together as an ensemble	PO 16: developing the concept of working together as an ensemble	PO 16: developing the concept of working together as an ensemble
PO 17: playing by rote short rhythmic and/or melodic patterns while maintaining a steady beat	PO 17: playing by rote short rhythmic and/or melodic patterns while maintaining a steady beat	PO 17: playing by rote short rhythmic and/or melodic patterns while maintaining a steady beat

Performing Ensembles: Band

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.
(page 3)

Students will demonstrate proficiency by:

PO 18: demonstrating the ability to move in a synchronized manner with music (e.g. hand clapping, foot tapping, marching,)	PO 18: demonstrating the ability to move in a synchronized manner with music (e.g. hand clapping, foot tapping, marching,)	PO 18: demonstrating the ability to move in a synchronized manner with music (e.g. hand clapping, foot tapping, marching,)
PO 19: PERCUSSIONISTS: playing the appropriate percussion rhythm rudiments (e.g.: long, 5-stroke, 7-stroke rolls, paradiddles, flams, etc.)	PO 19: PERCUSSIONISTS: Continuing to extend student knowledge and application of percussion rhythm rudiments to the repertoire encountered	PO 19: PERCUSSIONISTS: Continuing to extend student knowledge and application of percussion rhythm rudiments to the repertoire encountered
	PO 20: PERCUSSIONISTS: playing a concert Bb chromatic scale one octave on wind and mallet percussion instruments	
		PO 21: Continuing to extend student knowledge and application of chromaticism

Performing Ensembles: Band

Strand 1: Create

Concept 3: Improvising rhythms, melodies, variations, and accompaniments.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1. playing improvised melodies a minimum of 2 measures	PO 1: playing improvised melodies a minimum of 4 measures	PO 1: playing improvised melodies a minimum of 8 measures
PO 2. playing improvised accompaniments a minimum of 2 measures	PO 2: playing improvised accompaniments a minimum of 4 measures	PO 2: playing improvised accompaniments a minimum of 8 measures
PO 3: improvising rhythmic accompaniments to music		
		PO 4: improvising a melodic line over chord changes in various keys and time signatures (e.g. tonic-dominant, 12 bar blues)

Performing Ensembles: Band

Strand 1: Create

Concept 4: Composing and arranging music

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Composing a variation of a theme by replacing or changing some of the note values and/or pitches	PO 1: transposing music from concert pitch to their instrument	PO 1: transposing music from concert pitch to their instrument
PO 2: creating short compositions a minimum of 2 measures within specified guidelines using standard notation	PO 2: creating short compositions a minimum of 4 measures within specified guidelines using standard notation	PO 2: creating short compositions a minimum of 8 measures within specified guidelines using standard notation
PO 3: demonstrating on their instruments how changing elements of music (e.g.: dynamics, tone color, tempo) can change the style of the music	PO 3: demonstrating on their instruments how changing elements of music (e.g.: dynamics, tone color, tempo) can change the style of the music	PO 3: demonstrating on their instruments how changing elements of music (e.g.: dynamics, tone color, tempo) can change the style of the music

Performing Ensembles: Band

Strand 1: Create

Concept 5: Reading and notating music.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: understanding the concept of transposition		
PO 2: understanding the function of the following time signatures: 4/4, 3/4, 2/4, 6/8, cut time		
PO 3: understanding the following musical terms: clef, staff, bar line, double bar line, measure, time signature, key signature, repeat signs, 1 st and 2 nd endings, dynamics, steps and skips	PO 3: continuing to extend their knowledge and application of musical terms and symbols to the repertoire encountered	PO 3: continuing to extend their knowledge and application of musical terms and symbols to the repertoire encountered
PO 4: understanding and applying the terms encountered in the repertoire	PO 4: understanding and applying the terms encountered in the repertoire	PO 4: understanding and applying the terms encountered in the repertoire
PO 5: playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire	PO 5: playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire	PO 5: playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire
PO 6: using appropriate terminology to describe and explain music encountered in the repertoire	PO 6: using appropriate terminology to describe and explain music encountered in the repertoire	PO 6: using appropriate terminology to describe and explain music encountered in the repertoire
PO 7: identifying steps, skips, and repeated notes encountered in the repertoire	PO 7: identifying steps, skips, and repeated notes encountered in the repertoire	PO 7: identifying steps, skips, and repeated notes encountered in the repertoire
PO 8: developing and understanding the function of key signatures and applying this knowledge to repertoire	PO 8: developing and understanding the function of key signatures and applying this knowledge to repertoire	PO 8: developing and understanding the function of key signatures and applying this knowledge to repertoire
PO 9: understanding and playing musical forms (e.g. verse-chorus, round/canon, 12 bar blues, call and response, theme and variations)	PO 9: understanding and playing musical forms (e.g. verse-chorus, round/canon, 12 bar blues, call and response, theme and variations)	PO 9: understanding and playing musical forms (e.g. verse-chorus, round/canon, 12 bar blues, call and response, theme and variations)

Performing Ensembles: Choir

Strand 1: Create

Concept 1a: Singing alone and with others.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Demonstrating and maintaining a steady beat with auditory assistance (e.g. metronome, clapping, tapping feet, instruments, etc.)	PO 1: Demonstrating and maintaining a steady beat with visual assistance (e.g. conductor's cues)	PO 1: Demonstrating and maintaining a steady beat
PO 2: Demonstrating the ability to adjust and match pitches	PO 2: Demonstrating the ability to adjust and match pitches and develop an awareness of tuning to self and other voices or instruments	PO 2: Demonstrating the ability to adjust and match pitches and demonstrate a consistent ability to tune to self and other voices or instruments
PO 3: Singing with proper posture with frequent prompting	PO 3: Singing with proper posture with occasional prompting	PO 3: Singing with proper posture with minimal prompting
PO 4: Singing using correct breathing techniques with frequent prompting	PO 4: Singing using correct breathing techniques with occasional prompting	PO 4: Singing using correct breathing techniques with minimal prompting
PO 5: Recognizing breathy, glottal, and coordinated onset and release and developing ability to use coordinated onsets and release with frequent prompting	PO 5: Demonstrating breathy, glottal, and coordinated onset and release and developing ability to use coordinated onsets and release with occasional prompting	PO 5: Demonstrating breathy, glottal, and coordinated onset and release and developing ability to use coordinated onsets and release with minimal prompting
PO 6: Using the articulators to produce clarity of consonants and purity of vowels with frequent prompting	PO 6: Using the articulators to produce clarity of consonants and purity of vowels with occasional prompting	PO 6: Using the articulators to produce clarity of consonants and purity of vowels with minimal prompting
PO 7: Developing an awareness of the sensations of singer's resonance (i.e. buzz or ring, vibrancy in the tone) to produce a clear and free tone with frequent prompting	PO 7: Singing with a resonant, clear and free tone with occasional prompting	PO 7: Singing with a resonant, clear and free tone with minimal prompting
PO 8: Recognizing and using chest, head, and/or falsetto registrations appropriately with frequent prompting	PO 8: Recognizing and using chest, head, and/or falsetto registrations appropriately with occasional prompting	PO 8: Using chest, head, and/or falsetto registrations appropriately with minimal prompting

Performing Ensembles: Choir

Strand 1: Create

Concept 1b: Singing music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Singing a variety of choral music representing various genres (e.g. classical, spirituals, folk songs, jazz, etc.) in unison and two or more parts at a difficulty level of 1-2 on a scale of 1-6	PO 1: Singing a variety of choral music representing various genres (e.g. classical, spirituals, folk songs, jazz, etc.) in at least three parts at a difficulty level of 3-4 on a scale of 1-6	PO 1: Singing a variety of choral music representing various genres (e.g. classical, spirituals, folk songs, jazz, etc.) in at least four parts at a difficulty level of 5-6 on a scale of 1-6
PO 2: Singing a variety of music literature with appropriate dynamics, timbre, tempi, phrasing, articulation, balance, and blend with frequent assistance from teacher	PO 2: Singing a variety of music literature with appropriate dynamics, timbre, tempi, phrasing, articulation, balance, and blend with occasional assistance from the teacher	PO 2: Singing a variety of music literature with appropriate dynamics, timbre, tempi, phrasing, articulation, balance, and blend with minimal assistance from the teacher
PO 3: Responding to basic conducting gestures	PO 3: Responding to deviation in conducting patterns for stylistic interpretation	PO 3: Responding to various conducting gestures and patterns including changing and mixed meters
PO 4: Singing music in 1-3 different languages with correct pronunciation	PO 4: Singing music in 2-4 different languages with correct pronunciation	PO 4: Singing music in 3-5 different languages with correct pronunciation
PO 5: Singing music <i>a cappella</i> in rehearsal settings (e.g. warm ups, rounds, etc.)	PO 5: Singing music with <i>a cappella</i> sections in rehearsal and performance settings	PO 5: Singing <i>a cappella</i> music in a performance setting
PO 6: Singing and performing beginning level literature from memory	PO 6: Singing and performing intermediate level literature from memory	PO 6: Singing and performing advanced level literature from memory

Performing Ensembles: Choir

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Adding simple instrumental accompaniments (e.g. hand percussion instruments or solo instrument) to singing using choir members when feasible	PO 1: Adding moderate instrument accompaniments (e.g. small combo or chamber ensemble) to singing using choir members when feasible	PO 1: Adding complex instrumental accompaniment (e.g. jazz band, wind ensemble, orchestra, percussion ensemble, mariachi ensemble, etc.) to singing using choir members when feasible

Performing Ensembles: Choir

Strand 1: Create

Concept 3: Improvising rhythms, melodies, variations, and accompaniments.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Using appropriate improvisation techniques when required by the literature (e.g. jazz, gospel, aleatoric, blues, etc.) at the appropriate level.	PO 1: Using appropriate improvisation techniques when required by the literature (e.g. jazz, gospel, aleatoric, blues, etc.) at the appropriate level.	PO 1: Using appropriate improvisation techniques when required by the literature (e.g. jazz, gospel, aleatoric, blues, etc.) at the appropriate level.

Performing Ensembles: Choir

Strand 1: Create

Concept 5: Reading and notating music.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Reading, performing, identifying and notating whole, half, dotted half, quarter and eighth notes and rests in simple meters	PO 1: Reading, performing, identifying and notating whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple and complex meters	PO 1: Reading, performing, identifying and notating whole, half, quarter, eighth, sixteenth, and dotted notes and rests in complex and changing meters
PO 2: Reading, singing, identifying and/or notating a series of pitches within a major scale utilizing mostly stepwise motion	PO 2: Reading, singing, identifying and/or notating a series of pitches within major and minor scales utilizing intervals of a 3 rd and 5th	PO 2: Reading, singing, identifying and/or notating a series of pitches within major and minor scales utilizing all intervals
PO 3: Identifying and utilizing basic score symbols (e.g. fermata, repeat signs and double bar lines, note names) in one and two part literature	PO 3: Identifying and utilizing common score symbols in three and four part literature	PO 3: Identifying and utilizing all score symbols in four or more part literature
PO 4: Singing major scales and identifying whole and half step patterns	PO 4: Singing major and minor scales and identifying whole and half step patterns	PO 4: Singing major, minor and chromatic scales and identifying whole and half step patterns
PO 5: Sight-singing melodies with stepwise motion and intervals of 3rds, 5ths, and octaves utilizing a methodology such as solfege or numbers	PO 5: Sight-singing melodies with disjunct motion adding the intervals of 4ths and 6ths utilizing a methodology such as solfege or numbers	PO 5: Sight-singing melodies with disjunct motion adding the intervals of 7ths and intervals larger than an octave utilizing a methodology such as solfege or numbers

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 1: Singing alone and with others music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: singing their own instrumental parts alone and with a steady beat	PO 1: singing their own instrumental parts within an ensemble	PO 1: singing their own instrumental parts within an ensemble
	PO 2: singing in tune with appropriate articulation, phrasing and dynamics	PO 2: singing in tune with appropriate articulation, phrasing and dynamics
PO 3: singing rhythmic patterns of different meters	PO 3: singing rhythmic patterns of different meters	PO 3: singing rhythmic patterns of different meters
PO 4: singing with good posture and with proper breath support	PO 4: singing with good posture and with proper breath support	PO 4: singing with good posture and with proper breath support

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: Instrument Care identifying the various parts of their instrument demonstrate proper care and maintenance of their instrument		
PO 2: Playing Position <ul style="list-style-type: none"> demonstrating good posture and playing position demonstrating the proper left and right hand holding posture for their stringed instrument 		
PO 3: Bowing demonstrating proper bow control, including the techniques used for staccato, slurred staccato, detache, slurs, double stops using 1 finger down, down bow, up bow, open strings bow lift pizzicato	PO 3: Bowing Demonstrating proper bow control and technique using spiccato, changing strings with wrist action, collegno, ricochet and double stops	PO 3: Bowing Demonstrating proper bow control and technique using Accented Détaché, Legato (smooth) Détaché, Martelé, Spiccato, String Crossings at varying Tempos (speeds), Bow Articulation using variations of Slurred and Détaché groupings of notes.
PO 4: Scales and Arpeggios playing a D major, G major, A major, C major, and F major one octave scale, and arpeggios and triads in same keys using proper half steps.	PO 4: Scales and Arpeggios Performing: 2 octave scales, triads and arpeggios in the keys of D major, G major, A major, C major and F major, and 1 octave scales, triads and arpeggios in additional major keys; playing in at least 1 position higher than first with technical facility, playing 1 octave scales, triads and arpeggios in the keys of D minor, G minor, B minor, A minor, E minor,	PO 4: Scales and Arpeggios Playing three octaves of all major scales to four sharps and four flats plus the G melodic minor using variations in bowing articulation.
PO 5: Intonation recognizing when their instruments are in tune by listening to a given pitch.	PO 5: Intonation tuning their own instrument using a tuner or other pitch reference	PO 5: Intonation Tuning their own instrument without pitch reference
	PO 6: Harmonics playing a natural harmonic on each string	PO 6: Harmonics Playing Natural Harmonics of an octave, octave and a fifth, and two octaves on all open strings and fingered harmonics in first position

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.

(page 2)

Students will demonstrate proficiency by:

PO 7: Tone Production producing a characteristic tone quality on their instrument	PO 7: Tone Production incorporating rudimentary aspects of vibrato into their playing	PO 7: Tone Production Performing Vibrato (by any of the four fingers), Appropriate Bow length and weight for Flautando (near the fingerboard), Ponticello (near the Bridge), or near the center between the Fingerboard and Bridge in various tempos (speeds).
PO 8: Intervals playing by rote short rhythmic, melodic, and/or intervallic (e.g. triads; 1 octave arpeggios) patterns while maintaining a steady beat	PO 8: Intervals Playing by rote rhythmic, melodic and/or intervallic patterns (e.g. triads, arpeggios for 2 octaves) while maintaining a steady beat	PO 8: Intervals playing all intervals of the major and minor scales by ear and from notation.
PO 9: Performance <ul style="list-style-type: none"> Performing solo or ensemble arrangements at grade 1 level of difficulty playing pieces in both major and minor tonalities playing music in at least 2 part harmony and in canon or round 	PO 9: Performance Performing solo or ensemble arrangements above grade 2 level of difficulty	PO 9: Performance Performing music at the level of difficulty comparable with the Bach A minor Concerto, Haydn G Major Concerto #2, or Accolay A minor, and into a comparable music level of difficulty with that of the Bartok Duets, Telemann Canonic Duets, or the first movements of the Bruch Concerto in G minor, Mozart Concert in G Major or the Barber.
PO 10: Sight reading sight reading simple rhythmic and melodic exercises utilizing whole, half, and quarter notes/rests in beginning level keys	PO 10: Sight reading Sight reading rhythmic and melodic exercises utilizing dotted rhythms, eighth notes, corresponding rests and eighth note syncopation at above a grade 1 level	PO 10: Sight reading Being able to sight read music comparable to the level of the Bach Double or Vivaldi D minor concertos.
PO 11: Conducting Cues Responding to a variety of conducting cues	PO 11: Conducting Cues responding to a variety of conducting cues (e.g. crescendo, decrescendo, legato)	PO 11: Conducting Cues responding to various patterns and cues representing a meter in one, two, three, four, five or six beat patterns, constant or changing tempos, and mood or style indicators.

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from different genres and diverse cultures.
(page 3)

Students will demonstrate proficiency by:

PO 12: Repertoire

- playing simple American folk songs (e.g. Yankee Doodle, Old MacDonald, Skip to My Lou, Aura Lee)
- playing folk songs from a variety of cultures (e.g. Baa, Baa, Black Sheep, Frere Jacques, Mexican Hat Dance)
- playing music from a variety of genres (e.g. folk, classical, pop, blues)

PO 12: Repertoire

- playing music from a wide variety of styles and periods (e.g. Baroque, Classical, Romantic, Jazz, Mariachi)
- performing a variety of musical styles using the appropriate characteristics of each style, both in class and in concert

PO 12: Repertoire

- playing classic literature from each major time period to include a well known composer from each, a
- playing compositions from various ethnic groups or nationalities of the world from any time period.

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 3: Improvising rhythms, melodies, variations, and accompaniments.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
	write simple rhythmic and melodic exercises utilizing whole, half, and quarter notes/rests in a beginning level key	improvising simple melodic lines and simple accompaniment patterns over a simple chord progression (e.g. tonic-dominant, 12 bar blues)

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 4: Composing and arranging music

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
	composing simple rhythmic and melodic exercises utilizing dotted quarter, dotted half, eighth notes and sixteenth notes in some major and minor keys	composing music using simple rhythmic and melodic exercises , using given parameters, aural examples (i.e. dictation), Key Signatures and Basic Chords and Symbols of a major scale e.g. C, d, e, F, G, a, and I, ii, iii, IV, V, V7, Vi.

Performing Ensembles: Orchestra/Strings

Strand 1: Create

Concept 5: Reading and notating music.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: understanding the concept of transposition		
PO 2: understanding the function of the following time signatures: 4/4, 3/4, 2/4, 6/8, cut time		PO 2: understanding the function of the following time signatures: 4/4, 3/4, 3/4, 6/4, 6/8, 3/8, 2/2 and experiencing other time signatures e.g. 5/8, 2/1, 7/8
PO 3: understanding the following musical terms: clef, staff, bar line, double bar line, measure, time signature, key signature, repeat signs, 1 st and 2 nd endings, dynamics, steps and skips, ledger line, flat, sharp, natural, pizzicato, arco, down bow and up bow symbols.	PO 3: continuing to extend their knowledge and application of musical terms and symbols to the repertoire encountered	PO 3: continuing to extend their knowledge and application of musical terms and symbols to the repertoire encountered
PO 4: understanding and applying the terms encountered in the repertoire (e.g. staccato, marcato, legato, ritardando, accent and fermata)	PO 4: understanding and applying the terms encountered in the repertoire (e.g. tenuto and harmonic markings)	PO 4: understanding and applying the terms encountered in the repertoire
PO 5: playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire	PO 5: playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire	PO 5: playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire
PO 6: using appropriate terminology to describe and explain music encountered in the repertoire	PO 6: using appropriate terminology to describe and explain music encountered in the repertoire	PO 6: using appropriate terminology to describe and explain music encountered in the repertoire
PO 7: identifying steps, skips, and repeated notes encountered in the repertoire	PO 7: identifying steps, skips, and repeated notes encountered in the repertoire	PO 7: identifying steps, skips, and repeated notes encountered in the repertoire
PO 8: developing and understanding the function of key signatures and applying this knowledge to repertoire	PO 8: developing and understanding the function of key signatures and applying this knowledge to repertoire	PO 8: developing and understanding the function of key signatures and applying this knowledge to repertoire
PO 9: understanding and playing musical forms (e.g. verse-chorus, round/canon, 12 bar blues, call and response, theme and variations)	PO 9: understanding and playing musical forms (e.g. verse-chorus, round/canon, 12 bar blues, call and response, theme and variations)	PO 9: understanding and playing musical forms (e.g. verse-chorus, round/canon, 12 bar blues, call and response, theme and variations)

Performing Ensembles: ALL

Strand 2: Relate

Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: recognizing, explaining, and analyzing the relationship between music and various functions/ events (e.g. specific to content area)	PO 1: recognizing, explaining, and analyzing the relationship between music and various functions/ events (e.g. specific to content area)	PO 1: recognizing, explaining, and analyzing the relationship between music and various functions/ events (e.g. specific to content area)
PO 2: describe/ explain how music can be transcribed from one medium to another (eg. Specific to content area)	PO 2: describe/ explain how music can be transcribed from one medium to another (eg. Specific to content area)	PO 2: describe/ explain how music can be transcribed from one medium to another (eg. Specific to content area)
PO 3: explaining and applying the relationship between rhythm and mathematics.		
PO 4: recognizing composers' motivations for creating the music being performed by the students.	PO 4: recognizing composers' motivations for creating the music being performed by the students.	PO 4: recognizing composers' motivations for creating the music being performed by the students.
PO 5: exploring and analyzing the relationship of music to language arts, visual arts, literature	PO 5: exploring and analyzing the relationship of music to language arts, visual arts, literature	PO 5: exploring and analyzing the relationship of music to language arts, visual arts, literature
PO 6: describing and applying the physical factors essential to playing/ singing	PO 6: describing and applying the physical factors essential to playing/ singing	PO 6: describing and applying the physical factors essential to playing/ singing
PO 7: describing the effect an instrument's physical properties has on its sound	PO 7: describing the effect an instrument's physical properties has on its sound	PO 7: describing the effect an instrument's physical properties has on its sound
PO 8: identifying elements that effect acoustics OR identifying elements that acoustics effect	PO 8: identifying elements that effect acoustics OR identifying elements that acoustics effect	PO 8: identifying elements that effect acoustics OR identifying elements that acoustics effect
PO 9: identifying and explaining various roles of music in daily experiences	PO 9: identifying and explaining various roles of music in daily experiences	PO 9: identifying and explaining various roles of music in daily experiences
PO 10: describing the physical processes essential to manipulation of an instrument	PO 10: describing the physical processes essential to manipulation of an instrument	PO 10: describing the physical processes essential to manipulation of an instrument
	PO 11: comparing in two or more arts how the basic elements of each art can be used to express similar events, emotions, scenes, or ideas (sound in music, movement in dance, images in art, words in poetry)	PO 11: comparing in two or more arts how the basic elements of each art can be used to express similar events, emotions, scenes, or ideas (sound in music, movement in dance, images in art, words in poetry)

Performing Ensembles: ALL

Strand 2: Relate

Concept 2: Understanding music in relation to history and culture.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: investigating and recognizing the origins and development of instrumental/ vocal music	PO 1: investigating and recognizing the origins and development of instrumental/ vocal music	PO 1: investigating and recognizing the origins and development of instrumental/ vocal music
PO 2: classifying, determining, and comparing musical styles and genres specific to their ensemble context	PO 2: classifying, determining, and comparing musical styles and genres specific to their ensemble context	PO 2: classifying, determining, and comparing musical styles and genres specific to their ensemble context
	PO 3: investigating the origins and development of music specific to their ensemble context	PO 3: investigating the origins and development of music specific to their ensemble context
PO 4: playing/ singing a varied repertoire of music from diverse genres	PO 4: playing/ singing a varied repertoire of music from diverse genres	PO 4: playing/ singing a varied repertoire of music from diverse genres
PO 5: demonstrating audience behavior appropriate for the context and style of music being performed	PO 5: demonstrating audience behavior appropriate for the context and style of music being performed	PO 5: demonstrating audience behavior appropriate for the context and style of music being performed
PO 6: identifying characteristics that distinguish one style/ period from another	PO 6: identifying characteristics that distinguish one style/ period from another	PO 6: identifying characteristics that distinguish one style/ period from another
	PO 7: learning about the composers of the works being sung/ played in ensembles	PO 7: learning about the composers of the works being sung/ played in ensembles
PO 8: identifying various roles of music in daily experiences	PO 8: identifying various roles of music in daily experiences	PO 8: identifying various roles of music in daily experiences
PO 9: identifying and explaining the musical characteristics that make a piece of music appropriate for a specific event or function	PO 9: identifying and explaining the musical characteristics that make a piece of music appropriate for a specific event or function	PO 9: identifying and explaining the musical characteristics that make a piece of music appropriate for a specific event or function
PO 10: naming the contributions of significant composers and performers specific to the music they play/ sing		
PO 11: identifying and discussing the roles musicians play in our society as well as the musical careers that are found in various cultures	PO 11: identifying and discussing the roles musicians play in our society as well as the musical careers that are found in various cultures	PO 11: identifying and discussing the roles musicians play in our society as well as the musical careers that are found in various cultures

Performing Ensembles: ALL

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music.
Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: identifying a varied repertoire of music from various genres and cultures specific to the music they play/ sing	PO 1: identifying a varied repertoire of music from various genres and cultures specific to the music they play/ sing	PO 1: identifying a varied repertoire of music from various genres and cultures specific to the music they play/ sing
PO 2: recognizing and describing the musical characteristics that make a piece of music appropriate for a specific event	PO 2: recognizing and describing the musical characteristics that make a piece of music appropriate for a specific event	PO 2: recognizing and describing the musical characteristics that make a piece of music appropriate for a specific event
PO 3: identifying the sounds of the instruments/ voices specific to their ensemble		
PO 4: identifying instruments/ voices by family/ voice type		
	PO 5: comparing/ contrasting the skills and styles of performers within and between various musical genres	PO 5: comparing/ contrasting the skills and styles of performers within and between various musical genres
PO 6: using appropriate terminology to describe and explain music	PO 6: using appropriate terminology to describe and explain music	PO 6: using appropriate terminology to describe and explain music
PO 7: identifying the elements of music in compositions they are playing/ singing	PO 7: identifying the elements of music in compositions they are playing/ singing	PO 7: identifying the elements of music in compositions they are playing/ singing
PO 8: comparing and contrasting multiple interpretations of the same piece of music	PO 8: comparing and contrasting multiple interpretations of the same piece of music	PO 8: comparing and contrasting multiple interpretations of the same piece of music
PO 9: identifying the role (melody, harmony, accompaniment, texture, background, etc.) of their part in music they are singing/ playing	PO 9: identifying the role (melody, harmony, accompaniment, texture, background, etc.) of their part in music they are singing/ playing	PO 9: identifying the role (melody, harmony, accompaniment, texture, background, etc.) of their part in music they are singing/ playing
PO 10: understanding and demonstrating how physical and technical factors (e.g. posture, hand position, embouchure) influence the pitch range and tone quality of their instrument/ voice	PO 10: distinguishing whether an instrument/ voice is in tune by listening to a pitch reference	
PO 11: identifying and describing expressive qualities of music	PO 11: analyzing how the expressive qualities of music are used to create different moods or feeling	
PO 12: listening to musical examples with sustained attention	PO 12: listening to musical examples with sustained attention	PO 12: listening to musical examples with sustained attention

Performing Ensembles: ALL

Strand 3: Evaluate

Concept 2: Evaluating music and music performances.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: describing the characteristics that evoke a temperament or mood in a piece of music they are playing/ singing	PO 1: describing the characteristics that evoke a temperament or mood in a piece of music they are playing/ singing	PO 1: describing the characteristics that evoke a temperament or mood in a piece of music they are playing/ singing
PO 2: using criteria to evaluate a musical performance	PO 2: using criteria to evaluate a musical performance	PO 2: using criteria to evaluate a musical performance
PO 3: showing respect for personal work and the work of others	PO 3: showing respect for personal work and the work of others	PO 3: showing respect for personal work and the work of others
PO 4: listening attentively while others perform	PO 4: listening attentively while others perform	PO 4: listening attentively while others perform
PO 5: demonstrating appropriate audience behavior	PO 5: demonstrating appropriate audience behavior	PO 5: demonstrating appropriate audience behavior
PO 6: evaluating musical experiences orally and in writing	PO 6: evaluating musical experiences orally and in writing	PO 6: evaluating musical experiences orally and in writing

Performing Ensembles: ALL

Strand 3: Evaluate

Concept 3: Understanding music in relation to self and universal themes.

Students will demonstrate proficiency by:

Beginning	Intermediate	Advanced
PO 1: explaining musical preference for specific musical works and styles	PO 1: explaining musical preference for specific musical works and styles	PO 1: explaining musical preference for specific musical works and styles
PO 2: reflecting on and discussing the roles music plays in their lives and the lives of others	PO 2: reflecting on and discussing the roles music plays in their lives and the lives of others	PO 2: reflecting on and discussing the roles music plays in their lives and the lives of others
PO 3: describing the various ways that music conveys thought, emotion, and universal themes without the use of words	PO 3: describing the various ways that music conveys thought, emotion, and universal themes without the use of words	PO 3: describing the various ways that music conveys thought, emotion, and universal themes without the use of words
PO 4: expressing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions		
PO 5: demonstrating reflective thinking when analyzing and evaluating their own and others' musical performances		